| Level 5 | |
|--------------------|---|
| Competency | Activities |
| Accountability | Actively maintain high quality skills and cutting edge knowledge. Conduct quarterly in-progress reviews to monitor unit's progress towards meeting the organization's strategic goals. Disperse power and decision-making authority in keeping with levels of responsibility and knowledge. Establish expectations and oversee milestones and deliverables to ensure the success of multiple projects. Experience as a Director of a large agency, field activity, or major command with multiple support organizations, with responsibility for managing a multitude of complex programs and resource accounts Implement a performance management framework to measure effectiveness and drive continuous improvement |
| | Lead a taskforce to improve efficiency and effectiveness across the DoD level Participate on an Agency Performance Review Board Track progress on individual project milestones and deliverables by holding regular Internal Process Reviews. Uses lessons learned to make program improvements. Work broadly with stakeholders to create a shared vision, balancing and reconciling various interests. |
| Computer Literacy | Actively work to understand the use of new technology to support enhanced delivery of services and programs. Identify new ways to use information systems to access and manage data. Use software applications, Internet resources, and web-based solutions to develop new techniques to complete work. |
| Conflict Mgmt | Clarify issues that have caused conflict or concern. Learn to communicate displeasure or verbal/written warnings to employees. Communicate the problem clearly, the resolution, and the alternative of not resolving the issue. |
| Continual Learning | Complete 20 hours of annual leadership training. Complete a leadership competency assessment, including a CLIMB survey, Leadership Competency Assessment, Multi-Source Feedback instrument, etc. Continuously seek input on own strengths and weaknesses through formal and informal means. Seek and act on feedback from others. Create an open door policy to foster a culture in which employees feel comfortable seeking advice on work that may have ethical implications or consequences. Display willingness to learn from others, including subordinates and peers. Do a "postmortem" on a failed project. Keeps abreast of key organizational activities, policies, and priorities likely to affect operations or the program area. Monitor current trends or events (for example, economic, political, social, agricultural, educational, or employment trends or events) and applies the information as appropriate. Participate in a professional Community of Practice to share knowledge of recent initiatives. Promote an active and dynamic customer focus throughout the organization, through performance expectations and use of processes that are participative, interactive and proactive. Read professional journals to keep current on trends and developments. Seek feedback from others to avoid blind spots that can cause misunderstandings. Serve as a mentor. Subscribe to relevant newsletters to keep abreast of issues (potential or otherwise) that impact the Agency, e.g., "Government Executive." Take time out of every day to read key pieces of literature, journals and newspapers that cover events that can have a direct impact on your organization. Engage others in discussions about how these factors influence DLA's policies or systems. |
| | Identify potential new markets and customers. |

| Level 5 | |
|------------------------|---|
| | Institutionalize innovation tools (e.g., collaboration, brainstorming, Lean Six Sigma) as a means for |
| | process improvement efforts |
| | Lead effort at the MAJCOM or COCOM level for a new initiative |
| | Negotiate to provide services to new markets/customer. |
| Constituted by | Participate in cross-Service or interagency forums to identify solutions to institutional problems |
| Creativity/ Innovation | Pilot new processes to evaluate them before implementation. |
| | Prepare Best Business Practices for senior leadership on how a component can apply best practices to |
| | improve operation of a program |
| | Serve on senior level working group and planning team to brainstorm new and creative ideas |
| | Work on an interagency task force with lead role in identifying efficiencies or devising improved |
| | business models |
| | Work on or lead an SES task force regarding an unprecedented problem |
| | Benchmark industry best practices in customer support. |
| | Create liaisons to customers whose responsibility will be to constantly communicate customer needs, |
| | issues, and other feedback. |
| | Develop strategic partnership with customers over long-term to further refine deliverables (e.g., test |
| | plans and test reports for weapons systems) |
| | Emphasize the importance of the "internal customers" as well as the "external customers." Ensure |
| | employees know who their internal and external customers are. |
| | Establish descriptions of professional customer service behavior and communication. Ask everyone to |
| | comply. |
| | Give employees the opportunity to visit customers in order to maintain two-way communication and |
| Customer Service | build partnerships. |
| Customer Service | Leadership experience in an organization that provides customer services (e.g., |
| | acquisition/procurement organization's customer interfacing division) |
| | Promote an active and dynamic customer focus throughout the organization, through performance |
| | expectations and use of processes that are participative, interactive and proactive. |
| | |
| | Regularly evaluate customer satisfaction levels to track improvements and to gauge any reactions to |
| | changes in performance throughout service delivery processes. |
| | Understand how various government services are linked and use partnering to achieve the greatest benefit to the customer. |
| | |
| | Utilize climate/culture surveys to gauge the mindset of internal customers—what is important to them. |
| | Develop strategies to improve service to internal customers. |
| Decisiveness | Lead a Program Executive Office |
| | Work across Federal Government to partner on a specific course of action |
| | Assess employee performance to identify skills gaps. |
| | Assign your employees work on special projects that have high visibility. It helps them to interact with |
| | others and better understand the organization. |
| | Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and |
| | guidance. You have an important role to play in developing and mentoring others in preparation for the |
| | next generation of leaders. |
| | Check in periodically with team members to see if they are on the right track or have suggestions or |
| | recommendations to improve your product or service. |
| | Create an open door policy to foster a culture in which employees feel comfortable seeking advice on |
| | work that may have ethical implications or consequences. |
| | Demonstrate empathy with others and help others understand differing perspectives. |
| | Discuss vision with your staff. Promote and engage in group discussion, brainstorming, and roundtable |
| | processes to help develop and maintain commitment to the vision of your own organization and that of |
| | |
| | DLA. |
| | DLA. Disperse power and decision-making authority in keeping with levels of responsibility and knowledge. |
| | |
| Developing Others | Disperse power and decision-making authority in keeping with levels of responsibility and knowledge. |

| Level 5 | |
|----------------------|---|
| | Identify career opportunities, training programs, and developmental assignments that are available in |
| | your organization. Communicate this information to your co-workers. |
| | Develop and maintain a list of available resources accessible to each co-worker. |
| | Network with neighboring departments or organizations to leverage growth opportunities for |
| | employees |
| | Routinely and publicly thank others for their efforts. Acknowledge work done by others. |
| | Routinely describe the impact and implications of decisions to teams and work groups. |
| | Routinely invite and involve direct reports in the unit planning process. |
| | Send employees to high level meetings both within and outside the Agency so they can hear first-hand |
| | current issues at the senior management level. |
| | Serve as a mentor. |
| | Serve as a personal mentor to others in formal mentoring program on SES competencies |
| | Share information received in higher level staff meetings with team members to build trust and |
| | commitment. |
| | Take the IDP process seriously. Work with your staff on developing a realistic, competency-based IDP. Plan for time and money to enable your employees to execute their IDPs. |
| | Attend technology fairs to gather information on how advances can be applied to the workplace. |
| Entrepreneurship | Identify potential new markets and customers. |
| | Negotiate to provide services to new markets/customer. |
| | Attend Command's briefings and information sessions to improve understanding of "big picture" |
| | external issues that could affect the work environment. |
| | Attend senior-level Joint Professional Military Education outside of Component to develop an |
| | Enterprise-wide perspective. |
| | Create contacts with Congressional staffers who affect own programs and what their concerns are |
| | Demonstrate that you can work successfully within a wide range of environments and contexts |
| | (physical, virtual, small and large groups, organizational methods, processes and cultures.) |
| | Experience in a Joint contingency operation/deployment |
| | Maintain a current understanding of the political, social, technological, economic and demographic |
| External Awareness | environment which shape and influence the issues and goals of the organization. |
| External / twa chess | Reach out to key stakeholders to ensure their perspectives are taken into account during planning |
| | phases, and enlist their support for the resulting plan. |
| | Represent the Department or Component on interagency task forces. |
| | Subscribe to relevant newsletters to keep abreast of issues (potential or otherwise) that impact the |
| | Agency, e.g., "Government Executive." |
| | Take time out of every day to read key pieces of literature, journals and newspapers that cover events |
| | that can have a direct impact on your organization. Engage others in discussions about how these |
| | factors influence DLA's policies or systems. |
| | Utilize climate/culture surveys to gauge the mindset of internal customers—what is important to them. |
| | Develop strategies to improve service to internal customers. |
| | |
| | Approve Program Decision Memoranda (PDMs) and Program Objective Memoranda (POMs) |
| | Create and analyze Program Decision Memoranda (PDMs) and Program Objective Memoranda (POMs) |
| | Defend financial decisions to OMB, OSD, and Congress |
| | Define and measure progress against key performance indicators that are credible, measurable, and |
| | linked to the agency's strategic plans. |
| | Develop financial plan for a budget cycle |
| Financial Management | Experience with capital funding |
| | Experience with mission funding |
| | Manage multiple systems (e.g., IT systems) in a non optimal budget situation |
| | Operate with senior leadership to make trade-offs in the budget |
| | Prepare justification to OMB and GAO about the expenditure of funds and plans for future |
| | expenditures |
| | Prepare, send, and justify budgets for specific programs and processes |

| Level 5 | |
|--------------------------|---|
| | Prioritize project funding, allocate resources, and be accountable for allocated resources |
| | Suggest improvements that result in savings of money, time, supply or labor costs. |
| | Encourage a workplace culture that welcomes and values new thought, different perspectives, and non- |
| | conventional approaches. |
| | Establish expectations and oversee milestones and deliverables to ensure the success of multiple |
| | projects. |
| | Maintain an outcomes orientation and encourage flexible approaches to achieving these outcomes. |
| Flexibility | Regularly demonstrate the ability to adjust to multiple demands, new information, unexpected |
| | obstacles, ambiguity and change by adjusting priorities and requirements so as to meet deadlines |
| | without the display of adverse negative behaviors. |
| | Take corrective action as needed, shift direction and redirect efforts when changes are implemented. |
| | Work cooperatively with others. |
| | Conduct analysis regarding workforce demographics, retirement, needed skill sets, and training |
| | programs |
| | Consider and project human capital management issues for ten years out |
| | Consider and project human capital management issues for the current year and the next five years |
| | Develop short and long-term strategies to create a quality workplace designed to attract, acquire and |
| | retain quality talent. |
| | Develop strategic human capital plans |
| | Ensure that employee performance objectives are linked to the organization's goals. |
| | Experience as a second line supervisor |
| | Fill current positions and ensure employees have the skill sets needed for the present and future |
| Human Canital | Gather and analyze data (e.g., recruitment data, technical health assessment data) |
| Human Capital | Identify performance gaps and take steps to close gaps |
| Management | Leverage investments in training and development to achieve agency results. |
| | Manage an organization downsizing |
| | Meet with employees throughout the year to evaluate organization's progress and performance |
| | Participate on a selection panel |
| | Provide recommendations and ensure employees participate in training courses and developmental |
| | opportunities |
| | Recognize accomplishments in a meeting environment. |
| | Recruit and retain people of integrity, talent, commitment to service and diversity of perspective. |
| | Routinely assess the quality of the workplace environment and the culture. |
| | Stand up a new organization |
| | Transform an underperforming organization |
| | Build key relationships with individuals in the field (for employees stationed at headquarters) by |
| | working on an activity related to a critical part of an organization's business |
| | Build positive relationships throughout the immediate workgroup and with key members of other |
| | workgroups. |
| | Demonstrate belief in the concept of human dignity; treating all others with respect and fairness, and |
| | openly, consistently challenging bias, intolerance or incivility. |
| | Know and use effective body language and tone of voice that convey the right attitude, respect and |
| | knowledge. |
| | Lead project that requires detailed negotiations Poutingly and publish thank others for their offerts. Asknowledge work done by others |
| | Routinely and publicly thank others for their efforts. Acknowledge work done by others. |
| | Routinely assess the quality of the workplace environment and the culture. Seek mentoring from a successful SES member who works in a complex organization to understand key |
| Influencing/ Negotiating | |
| Influencing/ Negotiating | Serve as project lead to upgrade a new system and achieve consensus among stakeholders within DoD |
| | or own organization |
| | Work on a project that involves a small focused project area with few external stakeholders or |
| | participants |
| | Work on a project with external stakeholders and customers within the government |
| | Train on a project with external stakeholders and easterners within the government |

| Level 5 | |
|----------------------|---|
| | Work on an internal group or project within own organization |
| | Work on task force of groups of members from more than four organizations (broad-based work within |
| | an organization) |
| | Work on task force or with group of members or interests of two to four organizations (all |
| | organizations are aligned in the same way) |
| | Work with external stakeholders (e.g., Congressional, state delegations, partners with private sector |
| | organizations) |
| | Create an open door policy to foster a culture in which employees feel comfortable seeking advice on |
| | work that may have ethical implications or consequences. |
| | Create an organizational culture that fosters high standards of ethics, service and honor. |
| | Demonstrate belief in the concept of human dignity; treating all others with respect and fairness, and |
| | openly, consistently challenging bias, intolerance or incivility. |
| | Identify potential ethical violations and work with leadership to make sure that staff understand and |
| Integrity/ Honesty | follow applicable laws and regulations. |
| integrity/ Honesty | Keep organizational and/or personal information confidential when required and/or appropriate. |
| | Serve as a role model, inspiring others to emulate integrity, honest, justice, respect and civility. |
| | Set a personal example of soliciting and considering diverse viewpoints and ideas as a regular part of |
| | doing work. |
| | Share experiences and "lessons learned" in confronting unethical dilemmas to inspire integrity in |
| | others. |
| | Be approachable in your office and out. Be a sounding board if someone needs to discuss an idea or a |
| | problem. Walk around, ask questions, and show interest and concern. |
| | Be positive. Adopt a "can-do" attitude in meetings, particularly when your team encounters obstacles. |
| | Focus on identifying alternative solutions, rather than on the impediments you face. |
| | Collaborate with others, sharing plans, information and resources. |
| | Continuously seek input on own strengths and weaknesses through formal and informal means. Seek |
| | and act on feedback from others. |
| | Demonstrate broad insights into emotional intelligence and skill in building and sustaining |
| | Demonstrate broad hisights into emotional intelligence and skill in building and sustaining Demonstrate empathy with others and help others understand differing perspectives. |
| | Disperse power and decision-making authority in keeping with levels of responsibility and knowledge. |
| | Handle difficult people and tense situations with diplomacy and tact. |
| Internercenal Skills | Know and use effective body language and tone of voice that convey the right attitude, respect and |
| Interpersonal Skills | |
| | knowledge. Routinely and publicly thank others for their efforts. Acknowledge work done by others. |
| | Routinely encourage the open exchange of ideas and information through action during group |
| | meetings and individual exchanges. |
| | Seek feedback from others to avoid blind spots that can cause misunderstandings. |
| | Share information received in higher level staff meetings with team members to build trust and |
| | commitment. |
| | Stay composed, positive, civil and unflappable even in trying moments. |
| | Understand and utilize the effectiveness of "management by walking around" as a communication |
| | |
| | strategy. Work cooperatively with others. |
| | |
| | participate in OSD or Joint Staff (policy development for Joint matters) Assignment at COCOM or Combat Support Agency |
| | Assignment with Combined Command |
| | Attend briefings on National Security Strategy policy development to improve knowledge of national |
| | |
| | security issues. Attend Command's briefings and information sessions to improve understanding of "big picture" |
| | external issues that could affect the work environment. |
| | Attend senior-level Joint Professional Military Education outside of Component to develop an |
| | Enterprise-wide perspective. |
| | Engage in national security planning with other departments and agencies |
| | Engage in national security planning with other departments and agencies |

| Level 5 | |
|----------------------|---|
| | Enroll in Professional Military Education to learn about different services and their role in educating |
| | students on national security. |
| | serve in positions designated as Civilian Expeditionary Workforce |
| | Experience in a Joint contingency operation/deployment |
| Joint Perspective | Hold All-Hands meeting to clearly communicate vision and its alignment with Departmental priorities |
| • | to garner support. |
| | Joint assignment with broad functional and geographic responsibility |
| | Lead joint interagency activities, interagency planning and execution |
| | Maintain network of DoD colleagues in the same technical field to share lessons learned. |
| | Membership on DoD wide corporate advisory bodies |
| | Represent the Department or Component on interagency task forces. |
| | Serve a tour on a joint or combined staff |
| | Serve as a full-time faculty member at an accredited joint school. |
| | Serve Combatant Command SES rotation |
| | Set technical direction and goals for work that aligns with DLA's Strategic Plan, Director's Guidance. |
| | Set up a new JOINT program office |
| | Use knowledge of DoD's mission, roles, and service cultures and their effects to facilitate the work of |
| | others. |
| | Work o an interagency task force |
| | Arrange reasonable accommodation to individual differences to ensure the full potential of different |
| | persons (including those with disabilities). |
| | Demonstrate empathy with others and help others understand differing perspectives. |
| | Display willingness to learn from others, including subordinates and peers. |
| | Encourage a workplace culture that welcomes and values new thought, different perspectives, and non- |
| | conventional approaches. |
| | Have regular meetings to foster teamwork. |
| | Implement numerous strategies to create a highly diverse workplace |
| Leveraging Diversity | Initiate contact with a variety of individuals to network and obtain varied perspectives on current |
| | issues and taskings. |
| | Participate in a diversity council to build effective partnerships across internal organizations |
| | Set a personal example of soliciting and considering diverse viewpoints and ideas as a regular part of |
| | doing work. |
| | Understand how cultures differ in approaches to time, authority, physical space, friendship and |
| | individualism and how these differences impact work behavior Demonstrate this knowledge through |
| | actions in work practices. |
| | Assignment to an organization dedicated to policy on terrorist tactics, counter-terrorism, and special |
| | weapons |
| | Assignment to the National Security Staff |
| | Attend briefings on National Security Strategy policy development to improve knowledge of national |
| | security issues. |
| | Attend Command's briefings and information sessions to improve understanding of "big picture" |
| | external issues that could affect the work environment. |
| | Attend senior-level Joint Professional Military Education outside of Component to develop an |
| | Enterprise-wide perspective. |
| National Security | Congressional experience related to national security perspective |
| Perspective | Enroll in Professional Military Education to learn about different services and their role in educating |
| | students on national security. |
| | Experience in interagency intelligence fusion |
| | Experience with non-DoD agency promoting national security |
| | International assignment related to national security |
| | Serve Combatant Command SES rotation |
| | Use knowledge of DoD's mission, roles, and service cultures and their effects to facilitate the work of |
| | others. |
| | |

| Level 5 | |
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| | Work on interagency task force whose objective is national security policy |
| | |
| | Consider and respond flexibly to the audience to maximize understanding. |
| | Ensure colleagues, supervisors and other key decision makers are kept well informed. |
| | Express thoughts in a clear and organized manner that accurately reflects the facts. |
| Oral Communication | Orally present complex and/or controversial information to large numbers of or high-level |
| | stakeholders. |
| | Persuade and inspire others by making clear and convincing presentations to a wide range of |
| | audiences. |
| | Understand and utilize the effectiveness of "management by walking around" as a communication |
| | strategy. Build and use effective networks to obtain resources. |
| | |
| | Build positive relationships throughout the immediate workgroup and with key members of other |
| | workgroups. Collaborate with other components to identify requirements for new information management |
| | technology. |
| | Collaborate with others, sharing plans, information and resources. |
| | Create contacts with Congressional staffers who affect own programs and what their concerns are |
| | Create liaisons to customers whose responsibility will be to constantly communicate customer needs, |
| Partnering | issues, and other feedback. |
| , and the second se | Develop professional relationships with colleagues inside and outside of the organization. |
| | Develop strategic partnership with customers over long-term to further refine deliverables (e.g., test |
| | plans and test reports for weapons systems) |
| | Maintain network of DoD colleagues in the same technical field to share lessons learned. |
| | Understand how various government services are linked and use partnering to achieve the greatest |
| | benefit to the customer. |
| | Work broadly with stakeholders to create a shared vision, balancing and reconciling various interests. |
| | Work on a project with external stakeholders and customers within the government |
| | Assist others in understanding how political factors influence the organization's decision makers and |
| | policy makers |
| | Being interviewed for government magazines or other media |
| | Brief and testify at hearings to Congressional Committees |
| | Brief Congressional staffers on issues |
| | Build relationships with Congressional staffers (e.g., engaging one-on-one Detail assignment of at least 3-6 months in an organization such as OSD Policy or an agency outside of |
| | DoD (e.g., DHS, State, or HHS) to understand how government works in different departments and |
| | agencies |
| | Develop and package issues by recognizing how the issue is perceived by leaders and knowing the |
| | importance of timing |
| | Establish network of internal and external contacts from among a wide array of constituents to gather |
| | and leverage information. |
| Political Savvy | Exercise political compromise to disagree diplomatically while continuing to get the job done in |
| | collaboration with others |
| | Identify and gather information on situations that could have political impact on the organization to |
| | inform leadership. |
| | Lead interagency task force with other Federal departments and agency partners (e.g., FBI, State |
| | Department, Department of Homeland Security) |
| | Perform policy work based on knowledge of statutory proposals and how laws are formed |
| | Propose and draft legislation in headquarters level policy office |
| | Seek mentoring from a successful SES member who works in a complex organization to understand key |
| | relationships and how to maintain them |
| | Serve on assignment with another agency or department outside of DoD (e.g., State Department) |

| Level 5 | |
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| | Shepherd a change through a large functional piece of the department (e.g., regionalize Navy shore structure under a Regional Director) considering all stakeholders (e.g., Congress, human capital, local communities/schools, state and local governments) |
| | Understand how various government services are linked and use partnering to achieve the greatest benefit to the customer. |
| | Work broadly with stakeholders to create a shared vision, balancing and reconciling various interests. |
| | Assignment in the field involving product line |
| | Assignment to evaluate risks and solve long-term problems |
| | Be approachable in your office and out. Be a sounding board if someone needs to discuss an idea or a problem. Walk around, ask questions, and show interest and concern. |
| | Check in periodically with team members to see if they are on the right track or have suggestions or recommendations to improve your product or service. |
| | Detail to a position involving "triage" situations (i.e., unplanned, but day-to-day situations) |
| | Experience as Lean Six Sigma (LSS) Black Belt |
| | Experience as Lean Six Sigma (LSS) Green Belt |
| | Lead a long-duration team at an International level |
| | Lead project that focuses on a multi-organizational problem |
| | Lead project that involves enterprise-level problems, projects, or initiatives |
| | Lead project that involves integration with DoD systems |
| | Lead project with authority to make critical decisions and stop work from progressing, if necessary |
| | Leverage own work from a previous program to another new program |
| Problem Solving | Participate on a project to resolve an inter-organizational problem with a broad scope that involves |
| Troblem Solving | stakeholders within DoD but outside own organization |
| | Participate on a small intra-organization team with limited scope |
| | Project that crosses two or three different business lines, involves more than one business process, or |
| | is a multi-faceted process |
| | Project to determine the outcome of a specific program, project, or weapon |
| | Project without a defined path to the desired end state and requires one to "think outside the box" |
| | Serves on task forces with allies (i.e., NATO Research and Technology Organization (RTOs)) |
| | Take corrective action as needed, shift direction and redirect efforts when changes are implemented. |
| | Use surveys, needs assessments, focus groups, forums and listening sessions to gather information and |
| | understand perspectives on a problem. |
| | Use teaming to address complex problems which both affect and require attention from a number of |
| | individuals and groups. |
| | Work cooperatively with others. |
| | Work on or lead an SES task force regarding an unprecedented problem |
| | Mork on a project or program specific to a subject area or narrow in focus with consequences that are well recognized (i.e., a problem associated with advocacy from a Congressional member) |
| | |
| | Align organizational objectives and practices with public interests. |
| | Create an organizational culture that fosters high standards of ethics, service and honor. |
| Public Service Motivation | Demonstrate loyalty to the Government and citizens of the US by fulfilling the highest obligations of |
| | service. |
| | Recognize employees for their contributions and commitment to public service by articulating how the |
| | contributions link to public interest. |
| | Understand and communicate public service implications of projects. |
| | Anticipate impending crises. The best leaders have the ability to look around corners and anticipate |
| Resilience | problems and impending crises. When you see a crisis headed your way, take some quick actions to |
| | end it and to minimize the damage. |
| | Be positive. Adopt a "can-do" attitude in meetings, particularly when your team encounters obstacles. |
| | Focus on identifying alternative solutions, rather than on the impediments you face. |
| | Maintain productivity and a positive attitude while responding to multiple taskers with short suspense |
| | dates. |

| Level 5 | |
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| Stay composed, positive, civil and unflappable even in trying moments. | |
| Work cooperatively with others. | |
| Anticipate impending crises. The best leaders have the ability to look around corners and antici | pate |
| problems and impending crises. When you see a crisis headed your way, take some quick action | ns to |
| end it and to minimize the damage. | |
| Conduct quarterly in-progress reviews to monitor unit's progress towards meeting the organization | ition's |
| Strategic Thinking strategic goals. | |
| Identify potential new markets and customers. | |
| Implement change management strategies to transform organizational vision into measurable | |
| outcomes | |
| Set technical direction and goals for work that aligns with DLA's Strategic Plan, Director's Guida | nce. |
| Demonstrate broad insights into emotional intelligence and skill in building and sustaining | |
| Have regular meetings to foster teamwork. | |
| Minimize stove piping, eliminate unproductive turf issues and other sources of disruptive comp | etition |
| among work groups. | |
| Publicly credit others who have contributed and performed well | |
| Teambuilding Recognize accomplishments in a meeting environment. | |
| Routinely and publicly thank others for their efforts. Acknowledge work done by others. | |
| Share information received in higher level staff meetings with team members to build trust and | i |
| commitment. | |
| Use teaming to address complex problems which both affect and require attention from a num | ber of |
| individuals and groups. | |
| Actively maintain high quality skills and cutting edge knowledge. | |
| Keeps abreast of key organizational activities, policies, and priorities likely to affect operations | or the |
| program area. | |
| Monitor current trends or events (for example, economic, political, social, agricultural, education | nal, or |
| Technical Credibility employment trends or events) and applies the information as appropriate. | |
| Participate in professional conferences to maintain functional expertise. | |
| Publish articles in organizational newsletter on topics in field of expertise. | |
| Publish articles in professional journals to share knowledge in field of expertise. | |
| Actively work to understand the use of new technology to support enhanced delivery of service | es and |
| programs. | |
| Attend technology fairs to gather information on how advances can be applied to the workplace | e. |
| Collaborate with other components to identify requirements for new information management | : |
| technology. | |
| Ensure dissemination of IT policies and procedures to staff | |
| Forecast technology requirements for out years and long-term acquisition needs | |
| Help define system requirements in the Acquisition process beyond own functional area based | on |
| knowledge of own business | |
| Identify available technology and determine whether to adopt that technology by providing em | ployees |
| with experience working with that technology and evaluating how it can be used to accomplish | their |
| tasks | |
| Technology Lead effort across functional and/or organizational lines to link information technology systems | 5, |
| Management making disparate systems interoperable | |
| Link IT investment decisions to strategic objectives and business plans. | |
| Participate in joint technology development programs and joint technology demonstrations | |
| Procure new systems according to procedures and current rules | |
| Provide input in the development of and determination of requirements for changing or new control of the contro | orporate |
| systems | |
| Represent organization on Business Systems IT, Investment Review Board, or similar governance | e body |
| Serve as milestone decision authority in acquisition process for a major automated information | system |
| Serve on governing body to set processes and procedures for how systems are used in terms of | f ethics, |
| etiquette, and interface | |

| Level 5 | |
|-----------------------|--|
| | Use established automated information management systems to measure and improve organizational productivity. |
| Vision | Articulate and communicate a vision for an agency or a major agency component, and implement it by institutionalizing a project, and measuring and adjusting over time |
| | Discuss vision with your staff. Promote and engage in group discussion, brainstorming, and roundtable processes to help develop and maintain commitment to the vision of your own organization and that of |
| | DLA. Encourage subordinate leaders to have open discussions about working towards the vision |
| | Hold All-Hands meeting to clearly communicate vision and its alignment with Departmental priorities to garner support. |
| | Routinely invite and involve direct reports in the unit planning process. Work with senior leadership team to develop a shared vision with clear goals and measurable |
| | objectives |
| | Write your leadership "creed" and discuss it with your manager and employees. |
| Written Communication | Express thoughts in a clear and organized manner that accurately reflects the facts. |
| | Write convincingly for different audiences. Write your leadership "creed" and discuss it with your manager and employees. |